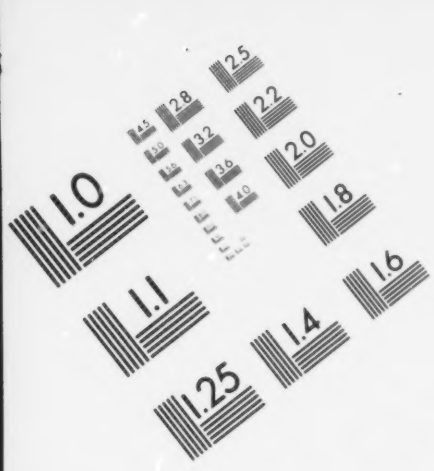
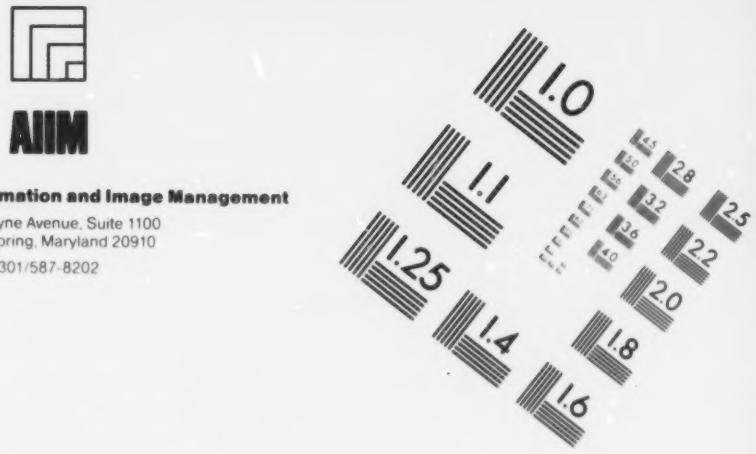




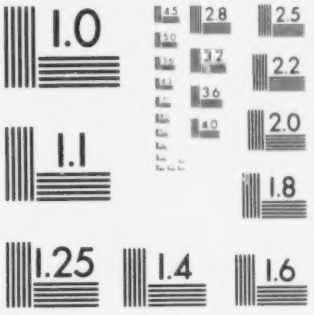
AIIM

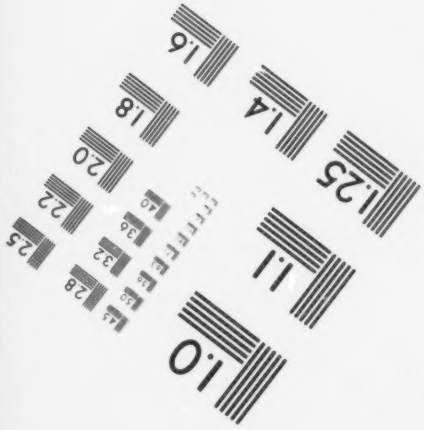
Association for Information and Image Management

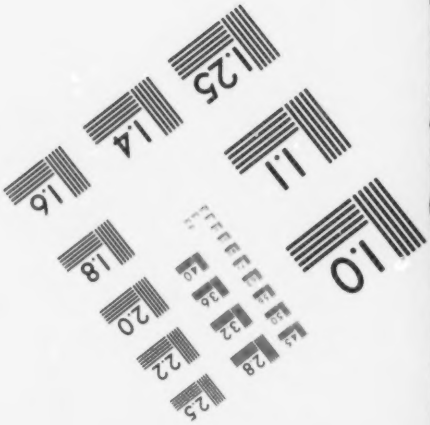
1100 Wayne Avenue, Suite 1100
Silver Spring, Maryland 20910
301/587-8202

Centimeter

Inches







MANUFACTURED TO AIIM STANDARDS
BY APPLIED IMAGE, INC.

DOCUMENT RESUME

ED 342 278 FL 800 434

AUTHOR	Voss, Liz
TITLE	Open Learning and ESOL.
INSTITUTION	Adult Literacy and Basic Skills Unit, London (England).
REPORT NO	ISBN-1-870741-31-5
PUB DATE	Sep 91
NOTE	64p.
AVAILABLE FROM	Adult Literacy & Basic Skills Unit, Kingsbourne House, 229/231 High Holborn, London WCIV7DA, England (2.50 British pounds plus postage and handling).
PUB TYPE	Guides - Non-Classroom Use (055) -- Guides - Classroom Use - Teaching Guides (For Teacher) (052)
EDRS PRICE	MF01/PC03 Plus Postage.
DESCRIPTORS	Access to Education; *Adult Literacy; Basic Skills; Educational Objectives; Foreign Countries; Guidelines; Individualized Instruction; *Open Education; *Performance Contracts; Postsecondary Education; Program Development; Tutors
IDENTIFIERS	England

ABSTRACT

Suggestions are presented that are drawn from basic skills instruction at the English Learning Centre at Gloucestershire College of Arts and Technology (England), an open learning center geared specifically for ESOL students. Funded for 2 years as a special project by the Adult Literacy and Basic Skills Unit, the center examines procedures that meet a wide range of language and study skills, including individualized programs. The use of bilingualism has also been investigated. This step-by-step guide has two main sections, discussing respectively: (1) how to negotiate a program of work with students (building a picture of the student, translating the students' goals, negotiating a program of work); and (2) making open learning work (the role of the tutor, monitoring, ways for open learning to work for beginning students, and hints on resources, environment, overcoming barriers, and selling the idea of open learning to men, young people, and more advanced students. Numerous illustrations supplement the narrative material. (Adjunct ERIC Clearinghouse on Literacy Education) (LB)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED342278

[redacted]

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Long, Gathering

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☑ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

FL800434

ALBSU

BEST COPY AVAILABLE

Acknowledgements

ALBSU wishes to thank the following publishers for permission to reproduce copyright materials. In other instances ALBSU has made effort wherever possible to identify original material and gain permission for their use:

Something to Read: A Reader for Elementary Students of English 1, by Christine Lindop, Dominic Fisher, published by Cambridge University Press, 1988.

Did you Hear That?, (originally published by Longman Cheshire, Australia), published by Learning Development Aids, 1987.

Photoaction Card Pictures, published by Learning Development Aids, 1977.

Time After Time: Materials for Teaching Grammer in Intermediate and Advanced English Language Support Classes, by Meryl Wilkins, Mike Baynham, published by National Extension College, 1985.

Word Games into English, published by Heinemann, by Williams, Had, et al, 1986.

Open Learning and ESOL

Produced by Liz Voss,
Gloucestershire College of Arts and Technology
(GLOSCAT)

ALBSU
The Basic Skills Unit

© The Adult Literacy and Basic Skills Unit,
Kingsbourne House, 229–231 High Holborn,
London WC1V 7DA

All rights reserved. No part of this publication may be photocopied,
recorded or otherwise reproduced, stored in a retrieval system
or transmitted in any form or by any electronic or mechanical means
without the prior permission of the copyright owner.

First published by ALBSU in September 1991

ISBN 1 870741 31 5

Design: Studio 21

Contents

Introduction 5

Part 1: **Negotiating a Work Programme** 7

Stage A: Building a Picture of the Student 8

Stage B: Translating the Students' Goals 14

Stage C: Negotiating a Programme of Work 24

Stage D: Review 32

Part 2: **Making Open Learning Work** 37

What Part Does the Tutor Play? 38

How do you Monitor Open Learning? 41

How can Open Learning Work for Beginning Students? 47

Hints on:

- Resources 53
- Environment 56
- Overcoming Barriers 56
- Selling the Provision 59

Conclusion 60

Foreword

All the ideas in this booklet result from team effort. I am, therefore, very grateful to the rest of the project staff at the English Learning Centre, Gloscat.: Fatima Jaffer, Wee Kheng Marfell, Fatima Nanabawa, Uma Phalke and Neelofer Siddiqui who have all contributed in their own and individual ways to the success of the project and whose ideas and hard work are represented in this booklet.

The team have also received advice and guidance from Kauser Mc Callum at ALBSU, ongoing support from the keen and active Project Support Group, and enthusiastic leadership from David Evans, Head of Faculty and David Grocott, Head of School.

I hope that this booklet will not only prompt new ideas and initiatives for use in ESOL but that it will also help to clarify why certain methods and procedures are being used. As tutors we may already be using them intuitively, but it sometimes helps to know why!

Liz Voss

Introduction

Much of open learning for ESOL to date has been done within the wider context of open learning centres for general basic skills. The English Learning Centre at Gloucestershire College of Arts and Technology (Gloscat), however, is an open learning centre specifically for speakers of other languages. Funded for two years as a special development project by ALBSU, the centre has been the scene of developing open learning methods for the learning of English for speakers of other languages (ESOL). This booklet aims to pass on some of the ideas and insights which have developed during that time so that other centres may build on them. It is hoped too that these ideas will have wider application in group and class settings where it is desirable that students work on an individual basis.

The centre has looked at procedures which will cater for a wide range of language and study skills needs and has investigated ways of developing individual programmes of work at different levels of need. As it is staffed by tutors who are bilingual in one or more of the community's languages: Gujarati, Urdu, Bangla, Hindi and Cantonese, the centre has also examined the use of bilingualism in the learning of ESOL.

The client groups are:

1) members of the community for whom group provision is inappropriate as it is not at a suitable level or is at an awkward time for employees.
2) trainees and employees wanting specific language help for their employment.
3) students on mainstream courses at the college wanting language support.

The centre has developed resource-based learning using books, tapes and worksheets by relying on commercially produced material as much as possible. Materials for EFL use were adapted and modified. Other resources were developed from scratch to fill gaps in available resources, but this was kept to a minimum as it was time consuming and in danger of repeating materials already available commercially. Unexpectedly, there was not a great deal of translation of materials by the bilingual staff as this was felt to be too time consuming, to require skills of translation which staff did not have, and to be unacceptable and patronising to some of the students who rightly felt competent enough in using English. Instead, the main uses of bilingualism has been in counselling, advising and explaining.

It was not anticipated at the outset that the centre would be able to cater for the more beginning students who were already well-provided with community classes. This had overlooked the motivation and persistence of a group of beginning students who forced the project into answering their needs with open learning.

Why ESOL and open learning?

As ESOL students come from varying educational backgrounds, with differing skills, different competencies and, therefore, wide-ranging needs it would seem that the most effective way for students and tutors to approach the learning is on an individual basis. This is the only way that an individual's specific needs can be adequately met, while allowing the students to progress in their own way and at their own pace. In addition, an open learning centre can provide the necessary resource base and the tutor back-up to do this effectively. Open learning, however, cannot provide indefinite one-to-one tuition but aims to encourage students to take responsibility for their own learning so that they are not 'taught' but 'learn' as independently as possible.

A step by step guide on how to negotiate a programme of work with a student, follows in this booklet. It takes a large amount of space to explain but this should not reflect the amount of time it needs. Much of the process can take place in the tutors head or be jotted on paper. It must not become long and laborious as the student will want to get on with the learning as quickly as possible. Open learning, if carefully planned, has the advantage of freeing the tutor for this 'thinking' time while the student is still actively learning.

Part 1:
Negotiating a Work Programme

How can a tutor facilitate independent learning?

Students, at whatever level of competency, will learn independently if what they are doing is meaningful (is taking them where they want to go), is attainable (they can succeed) and is presented to them in an appropriate way (they can understand what is being asked of them).

On the other hand the tutor too, as a teacher, needs to be satisfied that the learning is meaningful (addressing learning needs) and successful (the student has learned something).

Thus, in an open learning centre the outcome that we are searching for is that students will be working as independently as possible on individual programmes of learning which are satisfying to both student and tutor.

How can the tutor ensure that the learning is meaningful?

It is a mistake to proceed too quickly - setting out on a course of study which has too vague a basis. Tutors are encouraged to set goals with students from the outset but if these goals are only related to the students' *perceived* needs and the students' *aspirations* and *ambitions* then the goals may be totally unrealistic and frustratingly unattainable. It is too easy to concentrate on the skill the student wants to work on, such as literacy or clerical skills, neglecting other real needs, thus providing a very unsatisfactory learning programme as far as the tutor is concerned.

How can the tutor work towards a meaningful learning programme?

It seems that this requires four stages:

Stage A: **Building a picture of the student**

Stage B: **Translating the students' aims into learning goals which are realistic and meaningful**

Stage C: **Negotiating a programme of work related to these goals**

Stage D: **Reviewing progress**

Stage A
Building a Picture of the Student

This requires:

- *establishing the students' educational background*, previous learning, qualifications, and experience as this gives valuable information about expected abilities, particularly in study skills. As this provides the background and framework for subsequent study it is of paramount importance that these are adequately communicated to the tutor. Having bilingual tutors who can do this in mother tongue will definitely facilitate the process. However, it is not always possible to provide the right language at the right time, or to provide an infinite range of languages. As this stage cannot be omitted, lest progress be on a false foundation which totally ignores prior learning, it is often necessary to use an interpreter from the student's family, or another student, so that this information can be obtained and recorded. There is a danger in feeling this can be done without adequate communication and adequate time!

- *establishing the students' long term goals and ambitions.* For the students adequately to communicate these they may need to do it in mother tongue or through an interpreter. Even orally-competent students may feel more comfortable doing this in mother tongue with someone who understands their culture.

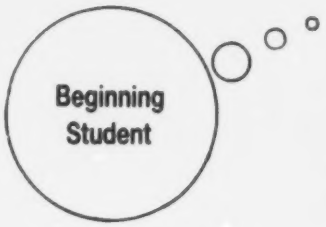
  These long term goals, representing the students' aspirations and ambitions, are the students motivating force and we must not lose sight of them in the learning process although they may need modification as we move towards more realistic goals.

- *establishing the students' 'perceived' needs* but keeping in mind that these might not be related to their 'actual' needs. Gaining information about 'perceived' needs helps us to gain an insight into how the students view their performance. They may need reassurance of their competency.

> ***At the end of this stage the tutor has a framework - a picture of the student.***

Making sense of the picture

SOME OF THE 'BITS' WHICH PRESENT THEMSELVES

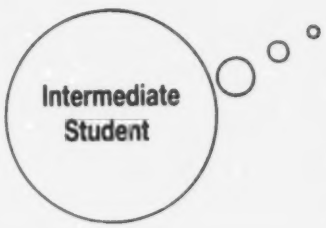


I am completely puzzled

I don't know what I need – I need you to tell me

Not knowing what I need prevents me from saying what I am aiming for: please help me

P.S. Don't forget I'm an accountant by profession . . . and therefore well used to studying on my own.



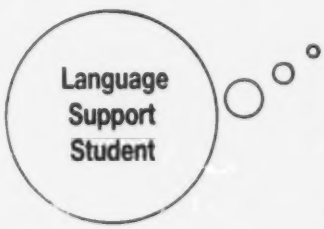
I know what I want to do . . . I think . . .

But I may not be very realistic about this

I feel I know what I *want* to learn

I feel I know what I *need* to learn, but I may be wrong

P.S. Don't forget I'm a very practical person with practical needs . . . I've worked on building sites. I don't want to be too academic about language.



I'm confused. I don't know where to start

I thought my English was good enough but it doesn't seem to be

I'm often at a loss with assignments . . . I'm not sure whether it's the language which is difficult for me to understand or whether I don't have the study skills to enable me to do it

P.S. i'm pretty good at certain things you know. Are you going to take account of it and help me to sort out what I'm good at?

We can see that with an ESOL student we are presented with a complicated picture of background, skills and language competencies which have to be sorted out in order for the tutor and student to progress together in a learning programme

How can tutors ensure that the students' feelings and views are taken into account?

- By finding out as much as possible about students' prior learning
- By finding out as much as possible about students' current competencies
- By giving validity to the skills already possessed by the students
- By finding out what aspirations, ambitions, aims and goals the students have.

Speaking
finding the right words
GOAL 1
GOAL 2
Grammar/Tenses
I walk, I am walking
Yesterday . . . . . .
spoken and written
TARGET
Improve written and spoken ENGLISH
I WILL KNOW WHEN I'VE GOT THERE BECAUSE I WILL . . .
be able to talk to my husband's colleagues when they come to our house and write letters to our children's school.
Write letters
words to use?
how to do it.
GOAL 3
GOAL 4
Handwriting

How do tutors do this?

- By talking with the student and recording relevant details
- By giving the students some formal assessments in all four skills (reading, writing, speaking and listening)
- By feeding back information to students about competencies: praising and recognizing them
- By listening very carefully to what the students are saying.

In what ways does this part of the process differ from how one might proceed with a basic skills student?

Because most tutors have been through the same educational system as basic skills students, there are questions which they feel they may not need to ask. However, it may be that basic skills can learn from ESOL in this respect as it is too easy to assume things which really should be clarified with the student such as:

- how much schooling in years and regularity has the student had?
- what sort of teaching - formal?
- has the student been used to working on his/her own at all? - to using books?
- is the student familiar with selecting books from a shelf by its title, with looking for page numbers, with following a sequence (① then to ② on to ③ etc.)?

With ESOL students, tutors need to say to themselves "I know that your ability to communicate with me is giving me a very inaccurate picture of your true abilities." Tutors must, therefore, spend a lot of time discovering and acknowledging those skills.

What is required from tutor and materials for these to be adequately covered?

From tutors:

(primarily - a means of communicating either in mother tongue or with an interpreter which allows an adequate degree of understanding)

- Counselling skills
- Listening skills
- Diagnostic skills in language use
- Analytical skills in language use
- Intimate knowledge of resources
- Ability to put together learning materials in a meaningful way (i.e. teaching skills)

- Ability to develop learning materials
- An understanding of general educational needs (eg. study skills).

From Materials:

- They must reflect a wide ability range, a wide interest range and a wide cultural spectrum.
- They must cover all four skills AND study skills.

From 'Tools':

Record sheets that record

- long term aims and goals
- short term learning goals
- students' prior learning
- students' prior achievements
- current learning goals
- current learning achievements
- current personal achievements.

Checklists that list

- relevant questions
- common areas of need.

STUDENT RECORD SHEET

TODAY'S DATE: 1/2/90

PERSONAL DETAILS

NAME: DATE OF BIRTH: 4/3/64

ADDRESS: TEL. NO:

AGE	GENDER	ETHNIC GROUP	COUNTRY OF ORIGIN
26	F	ASIAN	INDIA

HOW LONG IN UK less than 5 yrs ✓ 5 to 10 yrs more than 10 yrs

less than 5 yrs specify how long

EMPLOYMENT STATUS

IN PAID EMPLOYMENT	✓	NOT IN EMPLOYMENT	
PART TIME	✓	UNEMPLOYED	
FULL TIME		PARENT AT HOME	
		RETIRED	

Occupation:

LANGUAGES

MOTHER TONGUE		OTHER LANGUAGES	
SPOKEN	WRITTEN	SPOKEN	WRITTEN
PUNJABI	PUNJABI	ENGLISH	-A LITTLE

SCHOOL EDUCATION

DID YOU HAVE REGULAR SCHOOLING? YES/~~NO~~

UP TO WHEN YOU WERE 12 YRS OLD? YES/~~NO~~

UP TO 16 YRS OLD? YES/NO

AFTER 16 YRS OLD? ~~YES~~/NO - BUT WENT TO COLLEGE LATER

COLLEGE EDUCATION

NAME OF COLLEGE	SUBJECTS STUDIED	NO. OF YEARS
...INDIA	SEWING, CRAFT	2yrs

QUALIFICATIONS

(LIST BOTH MANUAL AND OTHER)

SEWING CERTIFICATE

OTHER QUALIFICATIONS OR SKILLS FOR WHICH YOU MAY NOT HAVE CERTIFICATES:

Stage B
Translating the Students' Goals into Learning Goals which are Realistic and Meaningful

This stage helps translate "perceived" needs into "actual" learning needs and requires an assessment of the students' current capabilities and needs as related to any long term aims which they may have. As a complete beginner will not already show language competency, initial assessment is inappropriate. For other students this stage is in two phases:

1. Initial assessment – to establish current competencies and current needs

Providing the tutor is clear about what is being assessed, a worksheet, an exercise from a book, or a practise unit from a learning package can be used. It has to be at the right level and to test the relevant skill. It is a good idea to test all skills areas (reading, writing, listening and speaking) in some way as the results of these assessments can be used to verify or discount the students' 'perceived' needs, and are required to to give a general indication of competence.

What information do these assessments give the tutor and the student?

- General level of competency in all four skills (reading writing speaking and listening). Thus the tutor:
  - i) knows the level at which to proceed with the student
  - ii) can give the students an objective assessment of their own capabilities and current competencies.
- Glaring areas of need so that the tutor can help the students to acknowledge the difficulties they have.
- Inconsistencies in the students' performance in the different areas of reading writing, speaking and listening which might or might not influence subsequent learning. Thus, if the students' spoken English greatly lags behind the written competency and certain speaking skills are needed for long term aims then this could be a good starting point for learning.

Coloured legs

THIS IS the market in Tordera, a small town in Spain. I went there with a group of friends one Saturday morning. The market was busy, I remember, and noisy: there were babies crying, dogs barking, music playing, and people calling to their friends. There were lots of wonderful smells too – fried onions, coffee, cheese and fresh bread.

All kinds of things were for sale – food and furniture, dogs and dresses, cassettes and clocks. And there were dozens of people – selling, buying, talking, eating, trying on clothes, and just walking around and looking.

We were all tired after a late night, so we walked through the market slowly, looking at this and that. We turned a corner – and suddenly the sky was full of coloured legs, blue, red and pink legs, yellow, orange and white. Then we looked again.

I didn't buy anything in the market, but I did get something I liked – this photo of a line of coloured tights, dancing in the sun in front of the old church.

Your reading and understanding

Use the text "Coloured Legs"

Read it and then answer these questions. Fill in the spaces . . . with words.

1. When did the writer visit the market? He .....

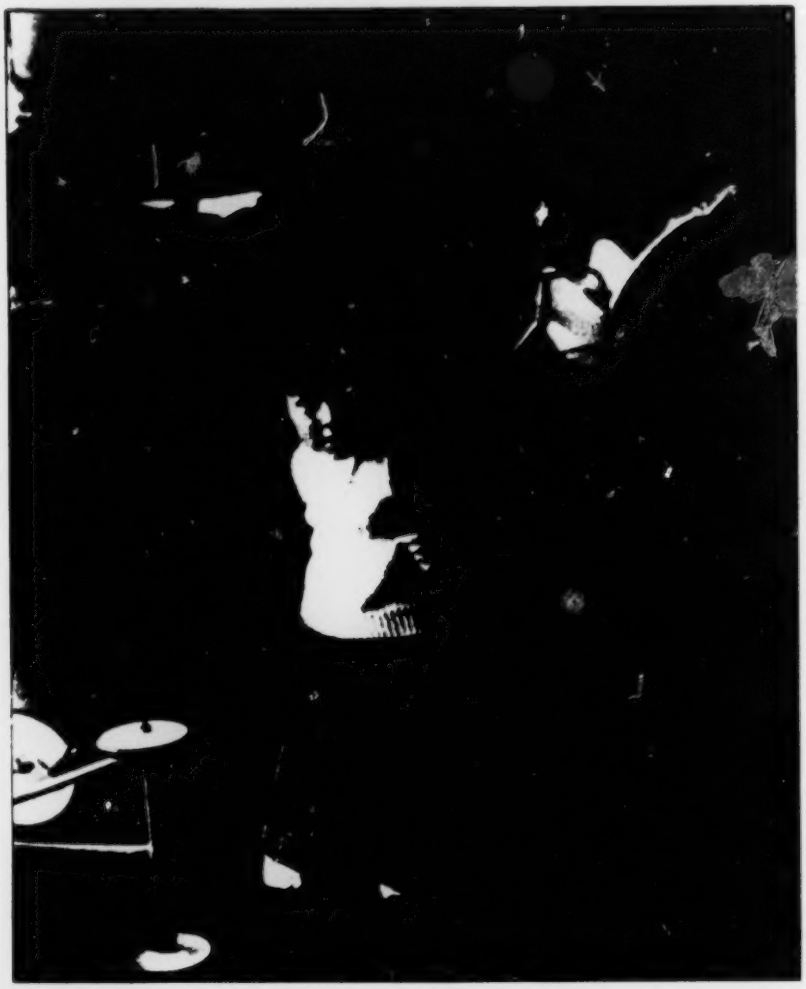
2. Why was the market "noisy"? There .....

3. They had a late night so they .....

4. What did the writer see when he turned the corner? He .....

From *Something to Read 1* (Christine Lindop and Dominic Fisher, Cambridge University Press).

Speaking Assessment



First Certificate in English Practice, Owen Low, Edward Arnold

Helpful words

coat, television, chair, tricycle, shoes, socks, doll's pram, doll, carpet, floor, trousers

LISTEN TO SIDE A

Side A gives sentences which can be used to describe the picture.

After listening to SIDE A once, turn over and record your own sentences on SIDE B

19 BEST COPY AVAILABLE

Write the story of what happened yesterday.

An attack in the street

From Time after Time

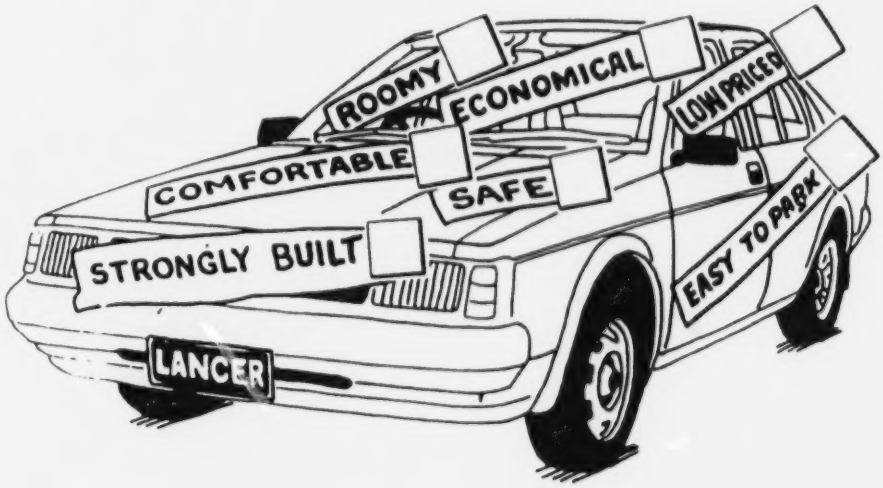
NEC

BEST COPY AVAILABLE

Buying the sell

Listening Assessment

from 'Did You Hear That?'



Listen to the tape and fill in 1, 2, 3, 4 in the order that you hear them, e.g. "This car will do 45 miles on 1 gallon of petrol" – Write 1 in the box next to ECONOMICAL.

from "Did You Hear That?" – LDA

At this stage the tutor has given the students positive encouragement about their current general use of English in the four skills areas and has obtained some initial work from the student against which progress can be monitored.

2. Further assessments – to pin point specific learning needs

The success of a programme of learning demands that the learning is in small specific 'chunks'. Pin pointing a specific language need which can form the basis of a 'chunk' is therefore of crucial importance.

Checklists which list common specific areas of language need are extremely helpful to the tutor as they enable the tutor to check the students competency in using them.

For the beginning student these areas can be: using simple vocabulary for everyday use, pronouns, common verbs (have, be, go, come, like), understanding basic questions (such as: What is your name?), and using negative and positive statements.

For the intermediate student these areas are: use of tenses, sentence structure, prepositions, pronunciation, intonation, word order, understanding questions, comprehension, deduction.

These checklists can form the framework for negotiating a programme of work as they represent important elements of language which give the students a foundation from which they progress. However, presenting the list directly to a student who is then asked "Can you.....?" and it is then ticked or not can be intimidating and may only serve to indicate 'perceived' needs. So the checklists are better used as a crib sheet for the tutor so that all areas are checked as work with the tutor progresses.

For the complete beginner

For the complete beginner, however, deciding on an area on which to concentrate is not always obvious as the students do not know what they want or where their learning is going to lead them. They rely on the tutor to point them in the right direction. The easiest way forward for the beginning student is some sort of structured approach that ensures that they cover all the basic language which will give them the foundation from which to learn and to progress. **Basic Language Tools** - is a checklist of basic language competencies and study competencies which the English Learning Centre have produced for the complete beginner. This checklist is not presented to the student and 'ticked off' but is used as a crib sheet for the tutor to check that these areas have been covered in the course of learning. The centre has also developed the learning and practice materials to support these basic language competencies so that beginning students can study these quite independently. As these are in small units the student can mix and match and omit as appropriate.

Example from Basic Language Tools: Checklist for use with beginner

BASIC LANGUAGE TOOLS

SPOKEN

Name/Address

Vocabulary

I you	me		
They we	him	there	here
He/she/it	her	this	that

come go have be do

Household

Person

Family tree

STATING

Positive/Negative don't doesn't

ASKING

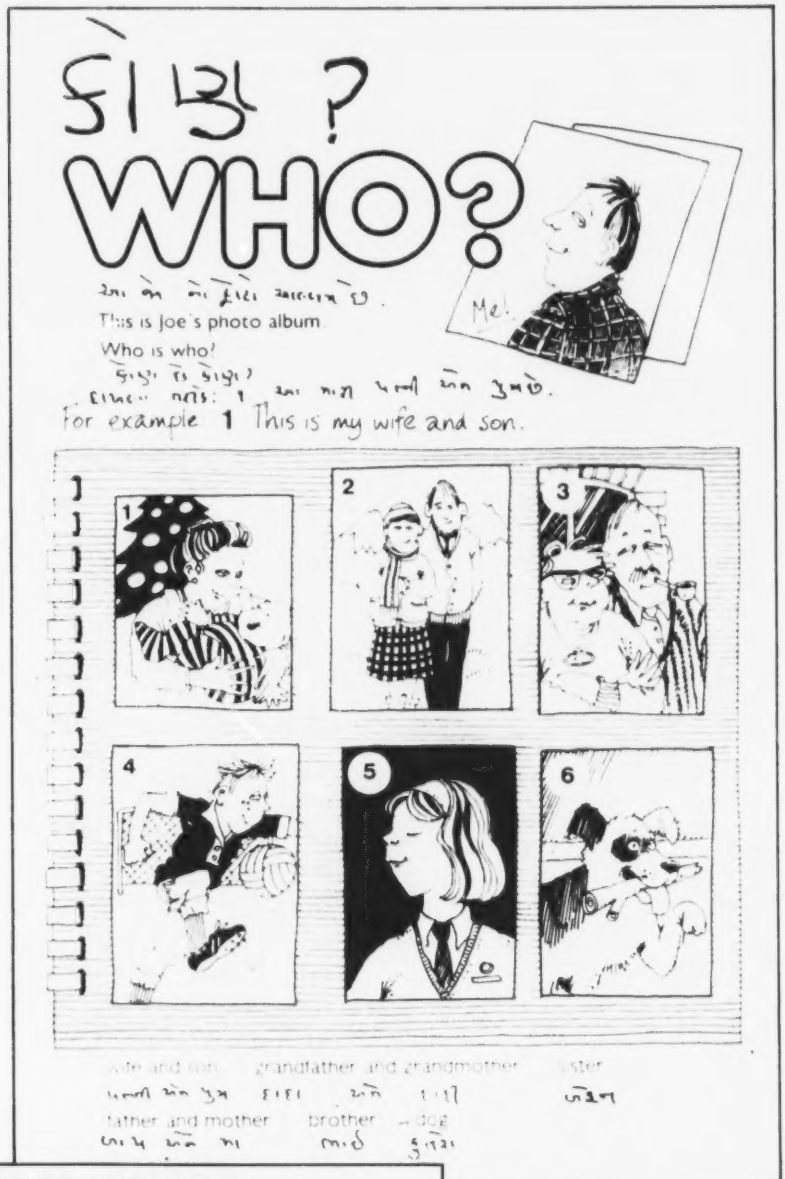
Functions

Please can I.....?
I would like.....
I wouldn't like.....

RESPONDING

Short answers	I am	I'm not	(I am not)
	I do	I don't	(I do not)
Yes please	It is	It isn't	(It is not)
No thank you			

Example from Basic Language Tools: Practising "This is"/Family Tree



From *Word Games* in English, Heinemann

TAPE TRANSCRIPT

Who
This is Joe's photo album.
Who is who?

LOOK at picture 1
Who is this?
This is my wife and son

LOOK at picture 3
Who is this?
This is my grandfather and grandmother

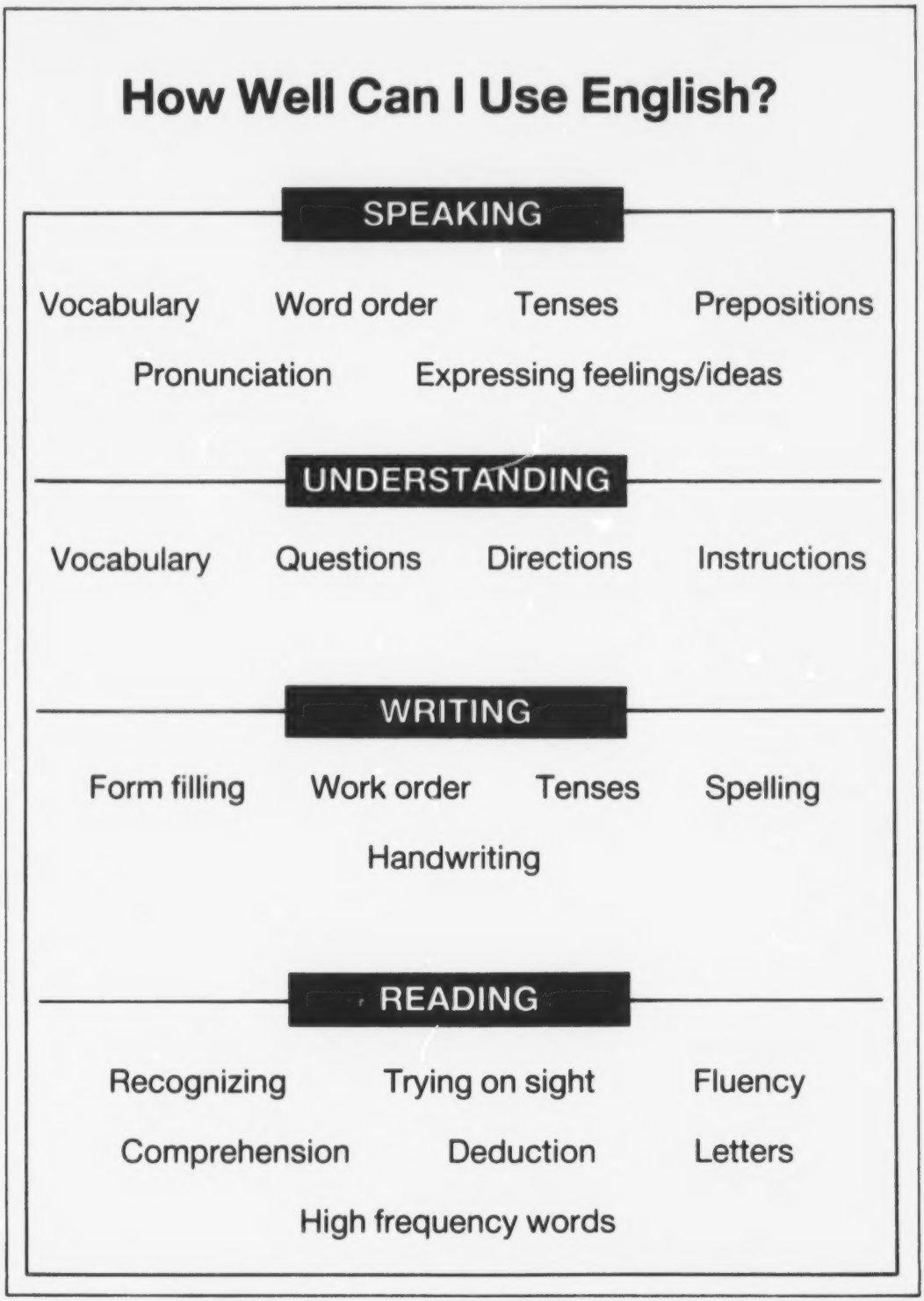
LOOK at picture 1
Who is this?
(Pause)
This is . . . . etc

Later on the tape the questions are:

Who is in picture 4?
Who is in picture 6?

BEST COPY AVAILABLE 24

Example from Basic Language Tools: Checklist for use with intermediate student – for Tutor use



For the language support student the initial assessment needs to have relevance to the mainstream course which they are studying therefore a checklist of the study skills competencies which that course requires, alongside a language competency checklist, can form the basis for diagnostic assessment and analysis of need.

GCSE Biology Checklist

Reading and interpreting:	graphs, tables
	appropriate vocabulary
	expressions of explanation
Writing:	lab reports, assignments, essays
	planning work
	using appropriate language
Understanding:	biological terms, language of assignment tasks

There is a danger at this point that a programme of work could be exclusively addressed to specific language needs exposed by the initial assessments, thereby overlooking the longer term goals expressed by the student. As the long term goal is a strong motivating factor for the students the tutor and student must not lose sight of it.

Stage C
Negotiating a Programme of Work

Using all the previously gleaned evidence (i.e. background of student to give **framework,** students' aims and goals to give **drive,** and assessment of competencies and needs to give **substance,**) negotiating a PROGRAMME OF WORK becomes a natural progression.

The PROGRAMME OF WORK has to consist of small manageable 'chunks' of work based on a short term learning goal so that the student can see the progression of learning, while keeping the student's long term goal in mind. The success of the learning depends on choosing these short term goals.

Choosing the short term goal

When the goal is obvious

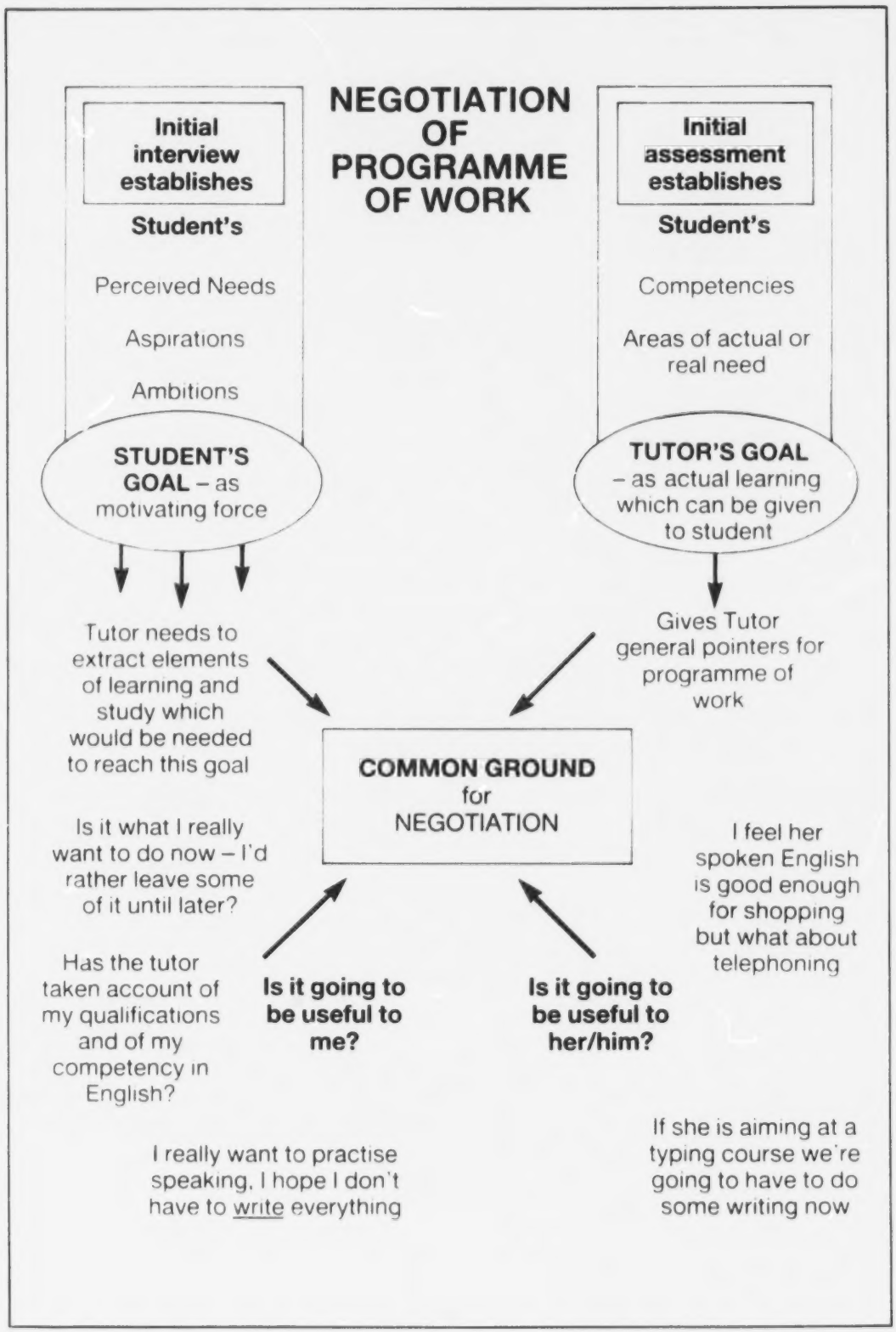
This might have been immediately obvious from something which showed itself in the initial assessment. For example:

- the beginning student has to be able before all else to respond to the questions 'What is your name?' and 'Where do you live?'
- the student who has come for telephone skills may need help first of all with pronunciation and intonation when answering the phone with 'Hello, can I help you?' as without successful communication over this opening line no further conversation can take place
- a student who wishes to improve spoken English may have shown a glaring need for tense work to improve communication.

However, more than likely, this is where the detective bit starts!

Where the goal is not obvious

Where the initial learning goal is not obvious then the tutor has to find some common ground for negotiating 'chunks' of learning with the student. This common ground comes from an analysis of the students' language needs and combining it with an analysis of elements of study which are required for the student to reach a particular goal.


NEGOTIATION OF PROGRAMME OF WORK
Initial interview establishes
Student's
Perceived Needs
Aspirations
Ambitions
STUDENT'S GOAL – as motivating force
Initial assessment establishes
Student's
Competencies
Areas of actual or real need
TUTOR'S GOAL – as actual learning which can be given to student
Tutor needs to extract elements of learning and study which would be needed to reach this goal
Gives Tutor general pointers for programme of work
COMMON GROUND for NEGOTIATION
Is it what I really want to do now – I'd rather leave some of it until later?
I feel her spoken English is good enough for shopping but what about telephoning
Has the tutor taken account of my qualifications and of my competency in English?
Is it going to be useful to me?
Is it going to be useful to her/him?
I really want to practise speaking, I hope I don't have to write everything
If she is aiming at a typing course we're going to have to do some writing now

Analysing the student's work and diagnosing common errors: areas of obvious need are found by:

- looking for mistakes which the student has made and which you feel must be worked on if the student is to progress.

(The same checklists which were used in assessment can be used by the tutor when looking for mistakes - e.g. tenses, prepositions, sentences, word order, pronunciation.)

Thus:

- for the student who wants to write letters but has no understanding of basic sentence structure then starting with this could be a good idea.
- for the student who wants conversational English but doesn't realize when she is being asked a question, either from the cue word she is given or the intonation being used, and fails to give a response - then starting with questions could be a good idea.

However, the student herself has to be convinced that working on this is a good idea. If she isn't then move on to .....

Analysing the student's goal to find the elements of learning needed for that goal to be achieved. This is done:

- by asking yourself as a tutor, and by consulting with the student, what the main ingredients or elements are for the student's aim to be achieved. Often without this checklist of elements we do not know how to proceed. For instance:

  The elements required for letter writing can be

  a) layout

  b) beginnings and endings

  c) learning some appropriate phrases

  Conversation with the neighbour could have the elements:

  a) greeting words

  b) comments about the weather

  c) asking how the family is ..... and so on.....

Even where the student has no particular goal in mind it becomes obvious in initial work with them that there is something which specifically motivates their learning and to achieve that certain elements of study are required.

At this point the tutor has something concrete around which to negotiate with the student. The tutor has diagnosed the areas of language need which the student has shown in the assessments and has broken down the

Tutor's Jottings

Student wants help with running shop

Any specific required?

		YES
reading	}	Letters
writing		
listening	}	dealing with complaints
speaking		giving instructions to employees

WRITE ON GOAL SHEET

[Initial assessment shows - need for spoken English - word order, pronunciation
- poor level of written English - (spelling - sentences
lot of work - later)]

FIRST GOAL — GIVING INSTRUCTIONS TO EMPLOYEES

(best skill to spoken English first - immediate need)

for what reason?	tell?	YES
	produce?	YES
	conduct with customers?	NO

NEGOTIATION

Any special needed?

		produce
vocabulary		names of
prepositions		where to put them
expressions		Please could you? Can you? will you?
tenses		- Maybe - Yesterday - - - - -
pronunciation/information		- Polite + encouraging

FIRST LEARNING GOAL

Vocabulary + prepositions of where to tell employees to put produce

PROGRAMME OF WORK

THEN - - Please will you etc + directions

student's goal into some definite elements for learning and study. This gives the common ground for negotiation: the tutor can negotiate with the student about which elements are already learnt and which ones require further work, about which skills area is relevant for practice and assessment, about which order to do the work in .....

At the end of this stage the student and tutor have agreed on a short term learning goal or goals so they know what learning is expected to take place.

The tutor needs to be satisfied that the goal is achievable by the student. Setting unattainable goals, which are not within the capabilities of the student, will frustrate both tutor and learner.

The learning package for the short term goal

Making 'chunks'

Once a short term learning goal is established then a work programme for this goal can be devised which is relevant to that particular student, using books, tapes, and worksheets and is in definable 'chunks'. For instance a student who is working on letter writing may have in the work programme a 'chunk' for beginnings and endings, then a 'chunk' for the past tense which will be used in the letter, then a 'chunk' for appropriate phrases for the letter.

Working on the 'chunk'

Students are often confused by what they are working on, not knowing whether a particular piece of work is telling them *how* to do something, or whether it is helping them to *practise* something, or whether it is *assessing* whether or not they can do something.

Students cannot embark on trying to do a task unless they are given the necessary tools to do it. For instance: without knowing some of the vocabulary for weather, knowing some expressions (e.g. isn't it?) and hearing the correct intonation and pronunciation students cannot begin to practise talking about the weather. This is the *information* gathering phase of learning. They then need to *practise* it and finally *assess* their learning of it.

It helps both the tutor and student if each 'chunk' of learning has three phases:

1) *information* on how to do it

2) *practice* in doing it

3) *assessing* that it can now be done to the tutor's and student's satisfaction.

Putting the resources together for the package

With a wide range of resources it is relatively easy for tutor and student to find suitable sources of *information* for *practise* and *assessment* from commercially produced books and tapes.

Do not be dismayed by the apparent amount of work involved in this. Tutors soon become familiar enough with resources to find what they need quickly and remember: in an open learning situation once the students have embarked upon a learning programme they will not need you and this leaves you free to browse through resources in preparation for other students.

The tutor needs to find:

1) a resource which gives understandable *information* to the student on how to do what she is trying to learn. It could be a book, a tape, a worksheet or a video.

2) some *practise* exercises which will be relevant to that particular student's interests, level and the skills area in which she is learning, i.e. it may not be relevant to practise writing something which the student really wants to be competent in when speaking.

3) a suitable *assessment* exercise which satisfies the student that she is now able to do this particular element of the learning goal. Student and tutor can negotiate a suitable assessment exercise at the outset of the programme of work so that it will satisfy both of them. This could involve doing something outside the centre. (eg. having a conversation with a neighbour about the weather).

This is the point at which the tutor has to 'let go'. The student has the programme of work and is clear about the learning goal to which it applies and has to be encouraged to follow it through as independently as possible.

PROGRAMME OF WORK FOR Tosnam Ching Ing **DATE** 6/5/90

TELEPHONE SKILLS

GOALS	INFORMATION on HOW to do it	PRACTICE in USING it	ASSESSING my LEARNING of it	COMMENTS
Pronunciation of vowels	'Ship or Sheep' Units 1-3 'Catch that sound' (to page 10)	'Ship or Sheep' p.20 - 21		'Catch that Sound' can be taken home for practice
Intonation	Giving information p.48 'Intonation Practice'	p.49 Say the Word + TAPE	Role play Task 13 B2 p.24 'Telephoning in English'	
Useful phrases	Telephoning in English Unit 1 →	Task 12		

Some hints for the programme of work

1) Referring the students to books, tapes, worksheets and specific exercises in books on their programme of work encourages them to search these out for themselves, thereby becoming more autonomous and familiar with the resources so that they can pick and choose for themselves.

2) Making sure all the *practice*-phase exercises can be self-checked means that the tutor's time is not being used for unnecessary checking tasks. The students will learn more from their own errors when they look at an answer in the back of a book or compare their answer with one recorded on tape than they would if the tutor just corrected it. It is important therefore to choose resources which have answers with them. Sometimes these are in a 'teacher's handbook' which needs to be purchased alongside the student's book. The tutor, however, needs to be involved in the *assessment* checking so as to validate the learning.

3) Many listening and speaking resources have been commercially produced for use in groups. It is possible, however to modify them for use by an individual by overwriting the instructions in the book with more appropriate wording. e.g. where it says **"In pairs** discuss the holiday you had last year" overwrite with "Record on tape or write some sentences about the holiday you had last year".

4) Negotiating a suitable assessment task is very important as it is at this point that both student and tutor need to be satisfied that learning has taken place and is the point from which subsequent planning progresses.

Stage D
Review

Why is reviewing important?

- to help student and tutor to see progress
- to clear up any difficulties the student has had with the learning package
- decide on future plans for learning.

Seeing progress

These achievements must be recorded:

- the achievement of learning goals and general progress which has happened *in the centre*
- personal achievements which may have happened *outside the centre*.

These are the **statements** of progress and need to be accompanied by **evidence** of the achievement. Thus, if the statement is that the student feels she now uses directions competently, the evidence recorded for this could be the completion of a particular worksheet or unit from a book or a successful conversation giving directions to someone on how to find the library.

It is too easy to overlook the fact that the work the student has done in practice exercises and worksheets is proof in itself that learning has taken place, but often the student needs a verification of this learning by fitting it into the long term context. The tutor's role, therefore, in this review process is crucial - the tutor acts as an independent witness of progress as revealed by the students' work, or an independent validator of what they say they feel their progress has been, i.e. the student who says they now feel happier about speaking to people may remember that a friend commented upon her improved conversation; the tutor validates this as an important indicator of progress by approving of it and recording it. The tutor can also help the student to appreciate other or incidental learning. By careful questioning, the student with increasing confidence can probably produce some concrete evidence to back this up. This sort of feedback is vitally important: tutors need to know about how the student fits into the outside world and students need to know that the learning has relevance to the outside world.

REVIEW SHEET

Date

GOAL	STATEMENT OF LEARNING	COMMENTS
Telephoning	I can now ..... answer the phone. I feel much happier about it. – more confident + people understand me better The evidence for this is ..... Recorded tape – 'Telephone' of my standard answers + replies My mother-in-law commented on my conversation and said it was good.	

PERSONAL ACHIEVEMENTS:

At work I now answer the phone sometimes.

Spoke at the community meeting last week about jobs and creches.

FUTURE PLANS:

Letters + writing practice.

REVIEW DATES

Date	Time	Tutor

ENGLISH LEARNING CENTRE

Liz Voss
Fatma Jaffer
Wee Kheng Marfell
Uma Phalke
Neelofer Siddiqui

426546

MON	TUES	WED	THUR	FRI
9.30 - 4.00 **Fatma** (until 2.30) **Uma** (all day)	**9.30 - 4.00** **Wee Kheng** (all day) **Uma** (all day)	**12.00 - 4.00** closed until 12.00 **Fatma** (until 2.30) **Wee Kheng** (until 4.00)	**9.30 - 4.00** **Fatma** (until 2.00) **Neelo** (all day) **Liz** (all day)	**9.30 - 4.00** **Wee Kheng** (until 12.30) **Neelo** (all day) **Liz** (from 1.00)
	6.00 - 8.00 **Fatma**		6.00 - 8.00 **Liz**	

Tutors always try to be in the centre at these times. However there may be occasions when they need to be elsewhere. Always phone to make an appointment if you want to be sure of seeing a particular tutor

Clearing up difficulties

At review student and tutor can take time to look back at the programme of work the student has been following. Any problems which arose can be addressed.

Future plans

At review student and tutor need to re-examine the students' long term goals in the light of the learning which is taking place. The students will still be largely motivated by these long term aims so they must play a part in the future plans. They may, however, be modified by negotiation to more realistic goals.

Review has to be done regularly so that a check can be made that the learning is taking a course which is satisfactory to both student and tutor. Fifteen hours of study, or no longer than a month, seems a reasonable interval.

Making review dates at the outset seems to be important as it forms a sort of contract between tutor and student that something is expected to take place in terms of study and learning before the next review date. The students can be provided with an appointment card which records these dates.

At this stage the student and tutor can feel satisfied that some learning has taken place and know where that learning is taking them.

Case studies

Shireen

Shireen came wanting to improve her spoken and written English and with no clear idea of her current competencies. Initial assessments showed that her spoken English was better than she perceived as she had learnt English at school and later at college but she lacked confidence. Her written English was far behind in this level of competence and would need a great deal of study. Initial conversation work was around talking English with neighbours as she was well motivated to do this. This led on to tense work in conversation and subsequently in written work. Very specific work on sentence structure enabled her to write simple sentences and eventually to do some letter writing which was also a goal. Shireen continues to use the centre taking away work to do at home.

Ching Ing

Ching Ing came specifically for telephoning skills for her job. Initial assessments showed a good general use of English (spoken and written) and a perfect understanding which her present job and educational background would verify. Pronunciation and intonation were real difficulties and ones which she had perceived. After negotiation it was decided that her programme of work should cover a comprehensive study of pronunciation, beginning simply, and that telephone skills work should go alongside this. She enrolled as a 'distance learner', returning for regular review. Taped practice conversations helped tutors to pin point needs and provided the basis of evidence of progression. After a year Ching Ing was satisfied that she could now adequately and confidently answer the telephone at work.

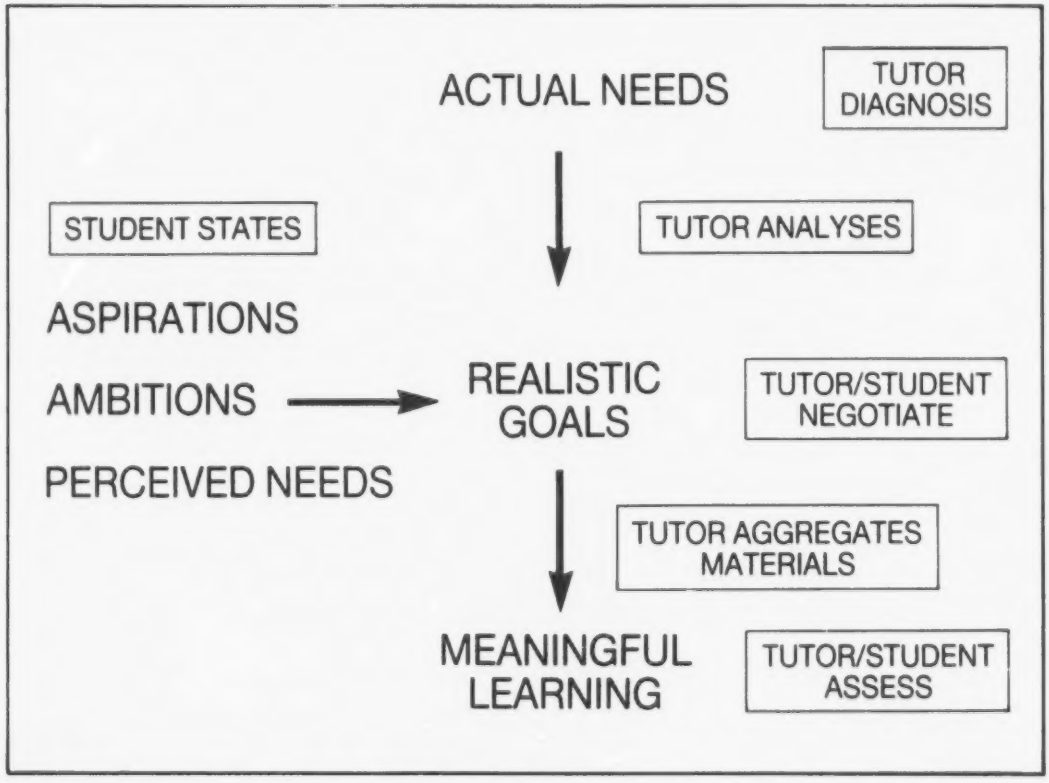
Part 2:
Making Open Learning Work

What Part Does the Tutor Play?

Tutoring

The tutor's role in open learning is going to be different from a teacher's role in a class setting. Teachers naturally feel they must nurture, guide, advise and teach. Much of the class time may be devoted to the teacher's input of how something is done followed by practice. However, where the student is learning independently, the teaching information is coming from the resources. Thus 'teaching' becomes 'tutoring' where there is more emphasis on nurturing and guiding.

This is often referred to as 'counselling' but this is a glib statement for the skills the tutor is actually using. The tutor needs to match the learning materials to the student and to do this the tutor has to *listen*, *analyse* and



diagnose; drawing on experience of teaching, previous experience of students' needs and a knowledge of the learning materials and resources. Once the programme of work is established the student can work away at this, 'freeing' the tutor for planning other students' programmes of work.

One of the most difficult lessons to learn is to 'let the students go' and to *expect* the students to 'go'. They can then work independently on the programmes of work until the tutor's intervention is needed. This intervention comes at the point where the students need a more objective assessment of what they have achieved and guidance on where they are going next i.e. assessment and review.

Therefore, the one-to-one time spent with a student is bound to be lengthy initially, while the tutors build the picture of a student. Subsequently, time is only spent with them at assessment and review, or when there are any particular problems. For the rest of the time the students can be working independently, practising and checking their own answers while tutors are searching for, and assembling, materials for other students' learning programmes.

Keeping records

In this book's explanation of negotiating a programme of work an inordinate amount of space is given to an explanation of the negotiating process. This is to try and make the steps clear, but it should not reflect the actual time which should be spent on it. There is no reason why some of the steps cannot be done mentally or jotted on a piece of paper. It is important that only the necessary records are kept and filed. These are the student's long term goals with some indication of the students' perceived needs, the programme of work which is the students' current 'working' document, and a record of achievements with dates. The other records are primarily an aid to the tutor and the students need not be lumbered with them.

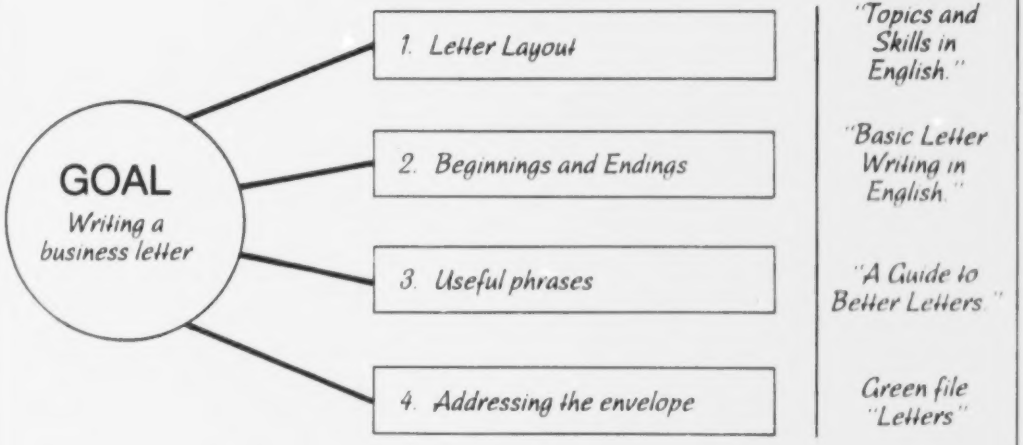
Tutors can also help themselves by ensuring that there is a time when all tutors working with the students can meet together to share information with one another about students' programmes of work and can help one another with planning them and understanding the resources. Closing an open learning centre to ensure student-free periods when this can happen seems to be essential.

Becoming familiar with the resources

Using time to browse through the resources is one way of doing this. Undoubtedly each tutor will have favourite resources to use for a particular learning goal but tutors need to exchange ideas with one another. Recording

the sources of information, practice exercises and assessment exercises for specifically identified and common learning goals such as tenses, punctuation, letter writing, complaining, understanding instructions, will help tutors to find suitable learning materials much more efficiently. Such recording of sources can also help in the planning of work programmes where elements of study, required to achieve goals, is also recorded. These are aids to the tutor primarily, but there is no reason why students cannot access this information for themselves.

GOALS AND THEIR ELEMENTS



ELEMENT	SOURCES		
	INFORMATION	PRACTICE	ASSESSMENT
1	"English for Life" p.40		
	"Topics and Skills" p.58	"Topics and Skills" p.59	
	"Effective Writing at Work" p.93		Assessment sheet from Red Assessment File
2	"Basic Letter Writing" p.23	"Basic Letter Writing Practice 5" p.26	
3	"Topics and Skills" p.62-63	Worksheets from "English for Life"	
4	"A Guide to Better Letters" p.8,16,92	Scope p.40	plus Students own assessment target

How do you Monitor Open Learning?

The secret in monitoring is keeping the 'right' records. Records must be kept which will yield the information you may need at a later date.

You need to keep records which show:

1) that individual students are progressing as a result of open learning
2) that open learning appeals as a way of learning
3) that open learning is efficient and effective to the community.

The only records which are primarily the tutor's sole responsibility are in 1) above and the others are a team responsibility.

1. Keeping records of individual progress

The progress which can occur is

i) learning has taken place - learning goals are achieved
ii) personal achievements showing personal development which can be a result of increased confidence in learning (e.g. driving test passed, shoes successfully returned to a shop, a holiday arranged)
iii) outcomes of learning - progression on to training or another course, employment, certification.

From these it is seen that it is important to keep updating records which can most successfully be done at **review** when personal achievements and accompanying evidence for them can be recorded and outcomes of employment or training can be recorded.

To show that learning is taking place and learning goals are being achieved there has to be a record of the learning goal the student is currently working on and evidence which supports that they have been reached. This is discussed at **review** with the tutor and recorded. Do not forget that the student's completed work is in itself ***evidence*** and that, if it is all kept together and dated, there is no need for complicated records.

It is not fair to measure the effectiveness of learning against the achievement of the students long term goal. As explained previously this *long term* goal reflects the aspirations and ambitions of the student and may need modification to a more realistic goal as learning progresses. It is therefore not a 'fixed' entity against which a measure of progress can be made but develops and changes with learning. However, the short term learning goals negotiated by student and tutor can be used to monitor learning as the progression of learning is shown in small 'jumps'.

It is important, too, to keep the initial assessment pieces which the student did as a measure of progress can be made against them. Periodically, the students can be asked to do exercises similar to the ones done at the initial assessment so that they can see that they have improved.

2. Keeping records which show that open learning appeals

To glean this information we need to:

- Ask existing students about open learning. This is best done periodically with a group review. Making it a social, 'open' event is a good idea. It records whether students feel the overall aims of the centre are being achieved. It is much better to do this by discussion, bilingually, with a checklist of items to be covered, rather than by using questionnaires. Having someone from outside the tutor team as a facilitator will make it more effective. Difficulties can be exposed and students can make valuable contributions to effecting change.

  This enables user-satisfaction to be monitored in terms of the service offered, and the aims of the centre can be monitored and changed where necessary.

- Know how many 'drop out' and why.
  All students studying less than 4 hours at an open learning centre could be considered to have dropped out, but *'drop out' rate* for an Open Learning situation is not really meaningful when we are offering a service which clients are at liberty to take up and drop as they wish. In fact we are encouraging this!

  Some students may have only needed 4 hours study for a very specific bit of learning. Others who could have appeared to 'drop out' on statistics may reappear at a later date to use the service regularly when they feel ready for it.

  'Drop out' is only of value if the *reasons* for the student's 'drop out' are ones which demand an improvement in the service. These

OPEN DAY REVIEW

BRAIN STORMING (WITH USERS OF THE CENTRE)

1. HOW DID YOU HEAR ABOUT THE CENTRE (friend/publicity/learner/outreach/any other? — 5 MINS.
2. WHAT WAS YOUR FIRST VISIT LIKE? — 3 MINS.
3. HOW WELCOMING IS THE COLLEGE? — 3 MINS.
4. YOUR COMMENTS ON THE TIMINGS OF THE CENTRE? (day time/evenings/holidays) — 3 MINS.
5. COMMENTS ON THE HELP/TUTORING GUIDANCE/COUNSELLING YOU RECEIVE AT THE CENTRE? — 10 MINS.
7. FACILITIES WITHIN THE CENTRE — 10 MINS.
   - COMPUTERS (encouraged/discouraged)
   - CASSETTE PLAYERS
   - QUIET AREA (chat/counselling)
   - RESOURCES (useful/unuseful) (like/don't like)
8. ANYTHING THAT HAS CULTURALLY OFFENDED YOU HERE/IN THE COLLEGE? — 5 MINS.
9. INTEREST IN ACCREDITATION COURSES — 10 MINS.
   - TELEPHONING SKILLS (19 WKS @ 2 HRS College course – help and support available in the centre)
   - VIEWS ON PITMAN'S EXAMS TAKEN IN MAY
10. CHILDCARE PROVISION — 5 MINS.
    - IS IT A PROBLEM?
    - HOW MANY PEOPLE DO YOU KNOW WHO WOULD LIKE TO USE THE CENTRE BUT CAN'T BECAUSE OF CHILDCARE?

All of this was conducted bilingually and recorded by our clerical worker.

dissatisfactions can occur after 4 or 40 hours of study and that is why tutors need to check regularly at review and with a group review so that specific difficulties can be overcome or improved. Finding 'reasons' is difficult if the student leaves without telling you - and questionnaires will remain unanswered - which is another important reason for regular review.

3. Keeping records of efficiency and effectiveness

Efficiency -

- Records showing use of the centre; hours of opening; student hours studied, which are measured against cost of running.
- Records showing the amount of time devoted by tutors to: dealing with enquiries; advising students who just drop in for a few minutes; and liaising with training or college staff. This can all be helpful in proving efficiency to management.

Where there seems to be a problem with a particular student or group of students demanding too much tutor time (perhaps with detailed assignments), then for a while, records of time spent by tutors with them could be kept. This would help to monitor efficiency within the centre.

Effectiveness

- records which will show the client profile. These will monitor whether open learning appeals to, and caters for, a wide range of client group. The spread of ages of students, gender, ethnic groups, and educational background are important. All these statistics need to recorded at enrollment and can then be analysed. If they are analysed on a termly basis adjustments can be made to publicity and marketing so that imbalances can be redressed.

- records which show the numbers of students progressing on to mainstream or other courses, into training and into employment. These statistics are ones loved by funders as they show 'progress'. However, it is worrying to think that some students going into employment may be much more capable than their factory job implies, but economic factors force the student into accepting that job. Having people with degrees or skills qualifications employed in restaurants or on the factory shop floor cannot be good news!

Setting performance indicators

As open learning does not have the usual performance indicators that a course has - i.e.'number of students successfully completing with a qualification' -then it must make its own. Firstly, it is important to categorise

the students in some way so that only appropriate performance indicators are applied to each category. For instance measuring the percentage of students progressing on to mainstream courses should only be applied to students for whom this is could be an appropriate outcome - long term improvers. You would not be expecting this outcome from employees, trainees and students already on mainstream courses!

One such categorisation of students attending could be
i) long term improvers
ii) short term specific purposes (preparation for job interview, telephoning)
iii) language support (for students on mainstream or training courses).

Performance indicators related to *long term improvers* will be progression into employment, training, or on to mainstream courses and the gaining of some form of accreditation. The sorts of targets we can set are:

- 50% of long term improvers should have progressed on to another course or into training and employment within a two year period
- 20% of long term improvers should gain some form of accreditation in a one year period
- 100% of long term improvers should have passed out of and into something else within a five year period as it is important that students do not stay 'stuck' in the provision.

Performance indicators for *short term specific purposes students* will relate directly to their goals. The sorts of targets we set can be:

- 100% student satisfaction that they were helped and made learning progress. Achieving the actual goal may be an unrealistic performance indicator.(They may not get a particular job but the learning for interviews has started)
- 80% of short term attenders complete the course of study for that specific purpose (i.e. complete the programme of work for job interviews)
- where the specific purposes relate directly to employment we would expect a proportion to gain promotion at work or to enter different employment.

Performance indicators for *language support students* have to be related to their mainstream course. Some measure of their improved performance on the course has to be made to show that language support is working for them. The ideal situation would be to liaise consistently with mainstream tutors looking at improved performance in classwork and on assignments and the marks obtained for them. However, many students do not like this approach preferring to keep their 'support' work separate. Photocopies of

completed assignments can be kept alongside work completed for the open learning tutor which will give evidence of improvement.

The performance of the open learning provision cannot be measured by the successful outcome of the student obtaining a qualification at the end of the mainstream course as this would imply that open learning can work miracles!

The sorts of targets we should be setting are:

- 100% student satisfaction that needs are being addressed as related to the mainstream course
- 80-100% of students should show improved use of language related to their course.

Other targets for performance related to the *quality of the service* given are:

- the minimum useage of the centre in terms of student hours studied per week which can be tolerated economically
- the maximum useage the centre can cope with because of size and resources
- setting a target of a ratio of 60:40 female to male students might be more realistic than aiming for 50:50 when the centre is mostly open during working hours
- the proportions of students attending from different ethnic groups may be expected to reflect the population profile
- the spread of age groups and the spread of educational background must reflect the anticipated use of the provision
- the proportions of students attending for different reasons (i.e. long term, short term, support) should maintain a balance appropriate to the circumstances in which the open learning is placed
- the proportion of tutor time used by each group should maintain a balance to ensure an even spread of tutor time.

How can Open Learning Work for Beginning Students?

DO put everything on **tape with accompanying transcripts** - it is so much easier to follow instructions and information if you are hearing it as well as reading it, particularly if your reading of the language is hesitant. But, the length of the recording must be short (5 or 10 - minute tape).

Most students, whatever their ages, can operate a cassette player, but translated instructions on the use of equipment can be very helpful.

DO not be put off recording tapes. It can be done quickly and painlessly with a unidirectional microphone in the corner of a room. Once you have a beginner's worksheet prepared the recording is easy.

It is wise to check at the outset that the student is familiar with numbers 1,2,3. as we rely heavily on sequencing in learning. However, students who are not literate in their mother tongue can usually recognise numbers, even if they do not read and write generally. This is, therefore, a very helpful tool in open learning as you know numbers will be recognised and you can arrange the teaching package accordingly - when asked to look at picture '2' the most basic of students can follow this instruction. DO keep **literacy** to a minimum but use picture resources -adult ones- as much as possible.

DO NOT randomly **translate** everything - students find it patronizing. They seem to prefer operating in English even when there is a mother tongue speaker there as they, very righly, feel they are competent enough.

But DO use translation and mother tongue when students need advice and counselling and when accurate communication is essential such as when instructions need to be given on how to use equipment or how to do an exercise. Asking yourself *"Why* am I translating this?" is a good idea as you then consider whether the translation is an aid to learning.

DO help the student as soon as possible to *self check* answers- this aids learning.

DO keep the learning 'chunks' *small* for each visit the student makes to the centre. If they are progressing quickly they will soon ask for more but too

much at once defeats the whole learning process. With a small package the students can repeat it several times until they feel confident about their learning of it.

DO give them tapes to take home with them for practice. A tape with a recording of personal basic information "My name is Rokeya. I live at ....." is very quickly produced by a tutor with accurate pronunciation and intonation and can give endless hours of practice material to a student.

INTRODUCTION TO TAPES

Hello!

This introductory tape is to help you understand how to use the tapes we have at the English Learning Centre.

The tapes you use will be accompanied by either a Worksheet or a text-book so that you can listen and read at the same time. At the end of each sentence, there will be a pause for you to repeat the sentence.

For example, there will be a five second pause after the following

Do you like tomatoes?

(5 seconds)

Do you like tomatoes?

If you have any questions or problems, feel free to ask your tutor. We will be very pleased to help.

Thank you.

Urdu

ہیلو !

اس ٹیپ میں آپکو یہ بتایا جائے گا کہ آپ اس ادارے میں اپنی پڑھائی کے دوران ٹیپ کو کس طرح استعمال کریں ۔ جب آپ ٹیپ سنیں گے/گی تو وہی الفاظ آپکو ایک کاغذ پر یا کتاب میں لکھے ہوئے ملیں گے ۔ تاکہ آپ انکو سننے کے ساتھ ساتھ سرسری نگاہ سے دیکھ سکیں اور سمجھ سکیں ۔ کبھی کبھی آپکو تھوڑا سا خاموش وقفہ بھی ملے گا ۔ جو کہ آپکو خود بولنے کی مشق کرنے کے لئے ہوگا ۔ مثال کے طور پر آپ سنیں گے/گی "DO YOU LIKE TOMATOES"

"کیا آپکو ٹماٹر پسند ہیں" ..... خاموش وقفہ بیس سیکنڈ ...

یہ وقفہ آپکو یہی جملہ دہرانے کے لئے چھوڑا گیا ہے ۔ بیس سیکنڈ کے بعد آپ پھر وہی جملہ سنیں گے/گی "DO YOU LIKE TOMATOES" "کیا آپکو ٹماٹر پسند ہیں" تاکہ آپ اپنے دہرائے ہوئے جملے کو ٹیپ میں کہے ہوئے جملے سے مقابلہ کر سکیں ۔

اگر آپ کو ٹیپ سمجھنے میں مشکل ہو رہی ہے ۔ یا کسی الفاظ کو سمجھنے میں مشکل ہو رہی ہے تو آپ فورن ہی ٹیپ روک کر کسی ٹیچر سے مدد کے لئے درخواست کر سکتے/سکتی ہیں ۔ ٹیپ ختم ہو جانے کا انتظار نہ کریں ۔

DO use the concept keyboard for early literacy work. By making a layout with whole words, and then recording sentences on tape, the students then have to pick out the words, which they hear, in order and make 'proper' sentences. As the student is picking out whole words it aids reading and encourages good word order in sentences or statements.

DO use checklists like **Basic Language Tools** to help with structuring the beginner's language learning.

BEST COPY AVAILABLE

INTRODUCTION TO TAPES.
(Mandarin/Cantonese)

录音带用法：

你好！
这个录音带是用来帮你理解怎样运用我们英语版的录音带学英文。
你所听的录音带会有一个笔记本或一本书，另你一边听，一边读。每次你听完一个句子，你会有机会重复。
例如，

Do you like tomatoes?

5 seconds. (五秒).

Do you like tomatoes?

如果你有问题或难处，请问教师，我们会很高兴为你服务。
谢谢

BENGALI

টেপ ব্যেবহার করার পরিচয় INTRODUCTION TO TAPES

আমাদের সেন্টারে ইংরেজী শেখার জন্য অনেক টেপ রয়েছে। এই টেপ গুলি কে কি করে ব্যেবহার করা হয় এটাই আপনাকে জানাচ্ছি।

আপনী যা টেপে শুনবেন সেটা কাগজে লেখা থাকবে। শোনার আগে, আগে আপনি পড়তে পারবেন।

আপনার নিজের ইংরেজী বলার অভ্যাসের জন্য টেপে ফাকা যায়গা রাখা আছে। যাতে টেপে যা বলা হয় সেটা আপনি নিজে বলে অভ্যাস করতে পারবেন

যেমন প্রশ্ন হল

Do you like mangoes?

আপনার আম ভাল লাগে?

এই প্রশ্ন টা আপনার বলার জন্যে ফাকা যায়গা রাখা হবে।

যেমন

Do you like mangoes?

এবার হল আপনার বারী।

।

যদি আপনার টেপ শুনতে বা কোন শব্দ বুঝতে মুস্কিল হয় তাহলে নি:সঙ্কোচে কোন টীচারকে নিশ্চয়ই জিজ্ঞেস করবেন।

ટેપસનુ પરીચય

Gujarati

હેલો!
આ ટેપ તમને પરીચય કરાવવા માટે છે. જે અમારા ઓપન લરનીંગ સેન્ટરમા છે,
જેથી તમને સમજવા અને વાપરવા મદદ મળી રહે.

આ ટેપસ વાપરવા માટે પુસ્તક અથવા વરકશીટ હશે તેની સાથે સાંભરી શકો અને વાંચી
શકો અને અંતમા તમારા માટે શબ્દો હશે
જે ચોરા સમય માટે થોભશે અને ફરીથી શબ્દો બોલવું

દાખલા તરીકે, ટેપ પાંચ મીનીટ માટે થોભશે તે અને ફરીથી શબ્દો બોલશે.

Do you like tomatoes?

(પાંચ સેકન્ડ)

Do you like tomatoes?

તમને કોઈ સવાલ કરવો હોય યાતો કંઈ સમજ પડતી ન હોય
તો તમે ટીચરને પુછી શકો છો અમે ખુશીથી મદદ કરવા માટે
તૈયાર હોઈએ.

Hints on . . .

Resources

All commercially produced books and tapes must be applicable to self-study or be adaptable to individual learning. Learning materials which have group-work as their basis are not always suitable.

Size of learning package

Where tutors are developing their own learning packages, these are much more useable when made up of small units of learning. Each unit should have a small amount of identifiable learning in it which would enable the slower student to spend a whole visit (say two hours) on it, while a faster student could cover two or three units in the same time.

Having the package split up in this way also enables the student to take more control of the learning as they can mix and match and choose which bits to do and when. They can also repeat bits which need further practice.

For example:

Using a book to find information (for the beginner)

Unit 1: Choosing the book (title, publisher)

Unit 2: Contents page - What it tells you and why

Unit 3: Index - using it

Unit 4: Finding key words on the page

Each unit has a 10 minute tape recording and some practice exercises.

Preparing for an interview (each 'chunk' has a 10 minute tape recording)

Unit 1: What to prepare

Unit 2: Do's and Don'ts of body language and dress

Unit 3: Questions and Answers (four separate packs)

a) Tell me about yourself

b) How do you match this job?

c) What special qualities do you have?
d) Is there anything you want to ask me?

Unit 4: Finishing the interview

Organising resources

In order to make it easier for students to find resources and replace them correctly, colour coding is ideal. Brightly coloured box files for worksheets and a matching coloured sticky label on each worksheet which is numbered or has clear words written on it, eg Prepositions, Interviews, Reading File 3, Basic Language Tools File 1, enables the students to replace and retrieve them. It is important to distinguish between 'worksheets' which students may select to complete as part of some learning activity and 'work packs' which will comprehensively cover the learning on a particular topic.

Use of computers

As word processors

Word processors are really helpful to language students who are trying to improve their literacy. Folio and Wordwise Plus on the BBC are particularly useful in this respect. Folio produces an easily-readable script and Wordwise Plus has the advantage of being more like an office based word processor.

Concept keyboard

Using Folio with a concept keyboard helps students with sentence structure. Using pictures and sentences that go with these pictures recorded on cassette, the students pick out the right words from the keyboard overlay when they hear the word cue on the tape. This helps word recognition and also word order and sentence structure.

Learning how to use the word processors

Demonstrating how to use them and then leaving the student to practise and experiment with them, given the back up of written instructions, seems to be the best way.

The Apple Mac is so user-friendly that students progress very quickly once they have mastered the mouse. This seems to be an ideal computer to have for learning by the method of "demonstrate how to do it then leave the student to practise" as it presents everything in a visual way so that the demonstration easily sticks in the memory. This means the students can progress on to using spreadsheets and data bases when they are ready. Microsoft Works is a good integrated programme for use on the Mac with self-study lessons and some desktop publishing features. Students who want or need such computing progress very quickly with this computer.

Keyboard overlay

He	she	They		is	are		
kicking	cleaning	clapping	catching	digging	reading	buying	
his	the	a	their			RETURN	DELETE
teeth	book	garden	ball	hands	kit kat	SPACE	.

Tape recorders

A tape recorder which has an external microphone, to improve quality, helps enormously with making tapes. Tapes often need to be made quickly and easily to respond to a particular need (eg the student wants to have an official conversation with someone in authority and needs to practise it now). Tapes really can be done quickly and painlessly in a corner of the room if you have a uni-directional microphone which cuts out other 'noise'!

- Having a facility on the tape recorder to enable the tutor to record two tapes at once is also useful as one can be used in the resource bank and one lent to the student to take home and practise in a relaxed way.
- Being able to copy tutor-made tapes is also important.

Environment

Space

The amount of space needed for open learning must not be underestimated. In a flexible situation students need to choose and to move: to choose a book, go to the tape recorder, then to the computer. Cramped space will inhibit the learning and tutors and students should not be asked to work in overcrowded situations. It is a good idea to be sure of the maximum number of students who can be adequately dealt with in the space available. 5m^2 per student allows for freedom of movement and adequate study and workstation space.

Noise

If students are listening to tapes and practising aloud this is disturbing to other students. This can be minimized by the use of screens but ideally the students should have a separate area for practising.

Overcoming Barriers

Students seeing white monolingual tutors as being the only ones able to help them:

Advanced students are inclined to search out monolingual tutors to help them. This could be for two reasons.

1. The students have no confidence in the bilingual tutors' English for their level of study

OR

2. The students are worried that they are not being seen as having the competency that they possess, but instead are going to be classified as 'beginners'.

Both difficulties need to be recognised. They can be overcome by:

1. Specifically naming the tutors who can support the learning at their level and giving them a timetable which shows when those tutors are available.
2. Reassuring the student that they are 'advanced'. Once they feel that this is recognised they will relax more, sharing the learning space with beginners and consulting other tutors about resources.

We must, however, ensure that they are receiving the level of support that they need.

Encouraging students to take responsibility for their learning

It is a good idea to have a leaflet written by 'past' students, or a forum when 'past' students can explain to new open learning students that there are rewards to be reaped from working individually. They also need to explain to new students the commitment to learning that is needed for progress to be secured. This also overcomes the difficulty of students who think all their problems with language will disappear overnight with open learning. All learning needs commitment.

Providing conversation opportunities

This is difficult in an open learning situation because of the disturbance to others. Students are frustrated when they see this as the only way to improving their speaking. However, speaking in terms of pronunciation, intonation and fluency can probably be best improved indiviually by listening to a tape and repeating. What this individual learning does not provide is social interaction and support from other learnings. However, we can facilitate this by:

- Providing a relaxing area, preferably with coffee and tea, where students meet and chat
- encouraging students to join other groups using the centre
- arranging times for self help groups to meet, composed of students with similar interests or needs.

Self help groups work best if the group of students have a common aim - preparing for an exam or working on telephoning skills.

Leaflet written by a past student for publicity

SUCCEEDING IN ENGLISH

آج سے تقریباً پانچ سال پہلے جب میں
انگلینڈ آئی تو بہت جلدی مجھے احساس
ہوا کہ انگلش گھر میں رہنے سے نہیں
آئے گی۔
انگلش سیکھنے کے لئے ضروری ہے کہ
کوئی نہ کوئی کلاس لی جائے اور
اس کے ساتھ ساتھ یہ بھی ضروری
تھا کہ میں خود بھی محنت کروں۔
انگلش سیکھنے میں کچھ وقت ضرور
لگتا ہے لیکن اس ملک میں انگلش
سیکھنا بے حد ضروری ہے۔ انگلش
کے بغیر آپ ادھورے رہ جاتے
ہیں۔
کالج میں انگلش کی کلاسیں ہوتی
ہیں جس نے میری ہر طرح سے
مدد کی ہے۔ انگلش صحیح طرح
سے کیسے پڑھی اور لکھی جاتی

In keeping with the ethos of independent learning these groups should remain self-help and not drift into tutor-led groups. The students will learn a great deal from one another if they are working on a task which can be given to them by a tutor. Providing the task has clear aims and they are given all the information needed to carry out the task they should be able to do it themselves. Students need to understand that this is an exercise in stimulating cooperation, sharing knowledge, and encouraging fluency of communication. They will not have a tutor correcting their English but this is not what is required. 'Correct' English is best practised from tapes.

Selling the Provision

Breaking away from the traditional view of ESOL as being survival English mostly for women at home

In order to sell open learning provision to men, young people, and more advanced students we have to prove that it has something good to offer. This is difficult when too often ESOL is thought to be only for women at home and other ideas are therefore dismissed outright. Convincing male leaders of the community that ESOL will help students at all levels is a good way of breaking the poor image as these leaders will encourage advanced students to come. Therefore, targeting a section of the publicity materials at community leaders is a good idea. Open Days to which such targeted people are invited where a presentation to them is made about the levels and needs catered for are also a good idea. The fact that ESOL is for *all* levels needs to be constantly reinforced.

Offering certification

Open learning must be able to offer something of tangible use to the students if that is what they want or require. It is important, however, that this does not totally dominate the activities of the centre, or the individual student's learning, as open learning implies flexibility to respond to needs as they arise and not rigidly sticking to a syllabus. The Pitman ESOL exams are easy to administer as there is no syllabus to follow and it can be taken by the students when they are ready. It provides five levels of attainment from basic to advanced and is functional in its approach. Unfortunately, the exam does not test spoken English but has listening, reading and writing parts which students seem to enjoy doing. As each level has the same format students can see the progression from level to level. The name of Pitman also carries status for potential employers.

Offering 'distance' learning

'Distance' learning is an ideal option for students who are unable to attend the centre regularly but may be able to come for initial assessments and subsequent review. They can be sent materials by post to return when completed, and phone in for support and advice at pre-arranged times.

Some students prefer to take away tapes so that they can practise freely in the seclusion of their homes and this can be encouraged providing there are sufficient copies and a suitable means of administering and checking the loans. This requires resourcing with multiple copies of certain popular materials and recording multiple copies of the centre's own tapes.

Conclusion

Given the right level of motivation, and an ability to work alone, students from the most basic beginner to the most advanced can benefit from open learning methods as they address individual needs. Every encouragement, however, should be given to students for them to participate in group activities, alongside their individual learning, for support and social interaction.

Such open learning methods can also be used in group teaching, with students working for a part of the time on individual work. In this situation the tutor needs to allow planning time and such time must be recognised by management. Programmes of work can only be successfully produced if the tutor has access to a good resource base to avoid producing yet more worksheets. Commercially produced EFL resources may need modifying but they are fairly comprehensive in the areas of learning which they cover.

Particular emphasis should be given to the shifting role of the tutor from 'teacher' to 'facilitator'. In an open learning setting the tutor facilitates by 'counselling' which involves doing some intricate analysing and diagnosing 'detective' work in needs and goals on behalf of the student. This analytical and diagnostic training has been sadly lacking from the training of ESOL tutors in the past. Open learning methods, however, have highlighted the importance of such training as tutors need to be able to pin-point learning goals.

Passing the responsibility for the 'teaching' from the tutor to the 'learning' by the student is an important step but it is ultimately the *quality* of the learning which counts.The tutor ensures that quality by relating it to the special and specific needs of an individual student and at the same time supporting, validating and guiding that learning.

Price: £2.50

plus postage & packing

Further copies available from:

Adult Literacy & Basic Skills Unit
Kingsbourne House, 229/231 High Holborn, London WC1V 7DA
Tel: 071-405 4017. Fax: 071-404 5038